



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Culture e società
ACADEMIC YEAR	2023/2024
MASTER'S DEGREE (MSC)	COMMUNICATION OF CULTURAL HERITAGE
SUBJECT	HISTORY OF EUROPEAN INSTITUTIONS
TYPE OF EDUCATIONAL ACTIVITY	C
AMBIT	21051-Attività formative affini o integrative
CODE	23532
SCIENTIFIC SECTOR(S)	SPS/02
HEAD PROFESSOR(S)	MARSALA ROSANNA Professore Associato Univ. di PALERMO
OTHER PROFESSOR(S)	
CREDITS	6
INDIVIDUAL STUDY (Hrs)	110
COURSE ACTIVITY (Hrs)	40
PROPAEDEUTICAL SUBJECTS	
MUTUALIZATION	HISTORY OF THE IDEA OF EUROPE AND OF EUROPEAN INTEGRATION - Corso: COMUNICAZIONE PUBBLICA, D'IMPRESA E PUBBLICITA' HISTORY OF THE IDEA OF EUROPE AND OF EUROPEAN INTEGRATION - Corso: PUBLIC, CORPORATE AND ADVERTISING COMMUNICATION
YEAR	1
TERM (SEMESTER)	2° semester
ATTENDANCE	Not mandatory
EVALUATION	Out of 30
TEACHER OFFICE HOURS	MARSALA ROSANNA Wednesday 11:00 13:00 Edificio15, piano 6, stanza n.610. Thursday 11:00 13:00 Edificio15, piano 6, stanza n.610.

DOCENTE: Prof.ssa ROSANNA MARSALA

PREREQUISITES	Basic knowledge of history and public law
LEARNING OUTCOMES	<p>Knowledge and understanding: The course aims to provide the tools and knowledge to understand the origin and evolution of the European integration process. Through the reconstruction of the events, protagonists and crises that have marked the construction of the European Union, students will be able to acquire the skills and analytical tools to grasp the complex problems underlying the institutional, legal, political, economic and social developments of the EC / EU.</p> <p>Ability to apply knowledge and understanding: Through the history of the evolution of the integration process, the student will mature the ability to read the great transformations that this process has entailed for Europe and the contemporary world and to critically interpret the challenges, problems and opportunities that cross the reality of the European Union today.</p> <p>Making judgements: At the end of the course the student has the tools to understand and critically analyse the construction of the European Community and its institutional, legal, political, economic and social developments. In a diachronic perspective, the student pays particular attention to the crucial issues of the European integration process: The historiographical debate on the origins of the EEC, the fundamental stages of unification, enlargements and relations between Europe and the rest of the world.</p> <p>Communication skills: The course, built on a diachronic perspective, is based on reactive teaching, which aims at the active participation of students, to promote the development of communication skills.</p> <p>Learning skills: In order to gain a critical and in-depth knowledge of the history of the EC / EU, students will retrace the salient moments of the political, economic and diplomatic process underlying the constitution of today's European Union. The study will be based on the interweaving of three levels of analysis: national, European and international. Starting from some notes on the historiographical debate on the origins of the integration process, and then following a chronological trend, students will be guided to understand the main factors inside and outside Europe that have guided the path towards the Union, starting from the second post-war period.</p>
ASSESSMENT METHODS	<p>Evaluation is by means of an oral test. The grade will be expressed in thirtieths. The candidate must answer at least three questions on all parts of the programme, with reference to the recommended texts. Knowledge and understanding of the topics covered, interpretative competence and independent judgement are required. The preparation will be considered adequate if the student demonstrates the ability to expound, using the vocabulary and terminology appropriate to the discipline, and orientates himself/herself autonomously among the historical-theoretical issues addressed during the course of the course. The outcome of the test will be considered</p> <p>EXCELLENT (30-30 cum laude) if the student/ssa shows excellent knowledge of the subjects, excellent command of language, good analytical skills, and is able to apply the knowledge to solve the problems proposed; VERY GOOD (26-29) if the student shows good mastery of the subject matter, full command of the language and is able to apply the knowledge to solve the proposed problems; GOOD (24-25) if the student shows basic knowledge of the main topics, fair command of the language, limited ability to apply the knowledge independently to solve the proposed problems; MORE THAN SUFFICIENT (20-23) if the student shows that he/she has not fully mastered the main topics but has a fair knowledge of them, satisfactory command of language, little ability to apply the acquired knowledge autonomously; SUFFICIENT (18-19) if the student shows minimum basic knowledge of the main topics of the course and of the technical language, minimum ability to apply the acquired knowledge; INSUFFICIENT if the student does not possess an acceptable knowledge of the contents of the topics covered in the course.</p>
EDUCATIONAL OBJECTIVES	<p>The course aims to give students an organic framework and an overview of the theorizations of the idea of Europe and of the federation projects in order to promote the acquisition of a solid knowledge of the historical and cultural roots from which the process of European unification starts. To this end, the thinking and projects of the major Italian and European protagonists of the European integration process will be deepened. The European institutional path and the current institutional structure of the European Union will be the subject of an in-depth study, placed in constant relationship with Europeanist projects and compared to other systems existing today in the world.</p>
TEACHING METHODS	Lectures supported by presentations created with powerpoint and the reading of anthological pieces.
SUGGESTED BIBLIOGRAPHY	<p>C. Malandrino, S. Quirico, L'idea di Europa. Storie e prospettive, Carocci editore, Roma, 2020;</p> <p>U. Morelli, J. Sondel-Cedarmas, Storia dell'integrazione europea, nuova edizione, edizioni Guerini, Milano 2022.</p> <p>Materiale didattico fornito dal docente. A conclusione di ogni lezione saranno date precise indicazioni bibliografiche sugli argomenti trattati.</p>

	<p>Teaching material provided by the teacher. At the end of each lesson, precise bibliographic indications will be given on the topics covered.</p> <p>I testi d'esame sono gli stessi per studenti e studentesse frequentanti e non frequentanti.</p> <p>The texts for the final exam are the same for both attending and non-attending students.</p> <p>Per gli studenti e le studentesse Erasmus e i non frequentanti il docente è disponibile per concordare eventuali programmi alternativi</p> <p>For Erasmus students and non-attending students, the lecturer is available to arrange any alternative programmes.</p>
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SYLLABUS

Hrs	Frontal teaching
2	Presentation of the course program and organization. The concept of Europe in the classical world. Between history and myth. Europe in the Christian-medieval conception.
2	The Carolingian Restoration and the Holy Roman Empire – Dante Alighieri- Marsilio da Padova. Secularization of Christianity and rebirth of Europe. The federal project of Pierre Dubois. Anthological checks.
2	The idea of Europe in the modern age: Erasmus, Enea Silvio Piccolomini, Nicolò Machiavelli, Tommaso Moro, Tommaso Campanella. The first projects for peace in Europe: William Penn, abbot of Saint-Pierre.
2	From Eurocentrism to anthropocentrism – Montaigne. The idea of Europe in the Enlightenment: Rousseau, Voltaire and Montesquieu. Kant: towards the European federation – Anthological checks.
4	The American federation model: Tocqueville. The idea of Europe in the nineteenth century: Saint Simon, Leroux, Proudhon, Buchez. From the idea of nation to the idea of Europe: the project of a united Europe in the Italian Risorgimento. Giuseppe Mazzini - Antonio Rosmini and Vincenzo Gioberti - Carlo Cattaneo: the "United States of Europe" - Gian Domenico Romagnosi: "The great European family" - Giuseppe Ferrari for a naturally federal Europe - Analogies and differences between the Italian Europeanist thinkers of the 800 - Anthological checks
4	The great utopia between the two world wars - Giovanni Agnelli and Attilio Cabiati - European Federation or League of Nations? - Luigi Einaudi: Is the League of Nations a possible ideal? - The idea of Europe during Fascism: Benedetto Croce and Federico Chabod - The Roman Conference (1932) of the "Volta Foundation" on the theme: Europe - Francesco Orestano: nation and federation. For a political-cultural Europe: Coudenhove-Kalergi and pan-Europe. Crisis and relaunch of Europe in Ortega y Gasset. The European idea in Carlo Rosselli and Silvio Trentin.
2	From the rubble of the Second World War a great federalist project - Altiero Spinelli, Ernesto Rossi and Eugenio Colorni - The European Federalist Movement and its press organs - The battles of "Federated Europe"; The manifesto of Ventotene. - Anthological checks.
2	Alcide De Gasperi the man of reconstruction and Europeanist revival - Alcide De Gasperi and Altiero Spinelli: two opposite faiths and the same idea of Europe - Altiero Spinelli and C. J. Friedrich. Europeanism in the Pontifical Magisterium - The Christian roots of Europe. - The idea of Europe in Luigi Sturzo.
2	From its origins to the crisis of the 1960s. Functionalism, federalism, confederalism. The birth of the ECSC; The European Army Project
4	The European relaunch. The Treaties of Rome and the common market. Successes and failures in the first half of the seventies (1969-1975)
2	Towards political integration (1975-1979). Direct election to the European Parliament. The start of major reforms, the Single European Act.
2	The single currency project. The fall of communist regimes. Maastricht Treaty (1989–1993)
4	The Treaty of Amsterdam, the Treaty of Nice. The problem of the European Constitution and the Treaty of Lisbon.
6	From the Treaty of Lisbon to the war in Ukraine. The fundamental institutions of the European Union: composition and functions.